

Childminder Report

Inspection date

24 February 2017

Previous inspection date

6 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are settled and show they feel at home in the child-centred environment that the childminder provides. They develop secure bonds with the childminder, her family and other children.
- The childminder obtains useful information from parents and external agencies so that she is clear about children's individual needs and backgrounds. Her good understanding of children's care needs helps her support children's emotional well-being.
- The childminder establishes strong relationships with parents. She closely works with parents to that they can develop a shared approach to support children's future learning.
- Children enjoy their play. They have easy access to a good range of toys and the childminder follows their lead well to support their interests.
- The childminder effectively uses information taken from her observation and assessments to ensure she provides activities that maintain children's play and supports their learning. All children make good progress given their starting points.

It is not yet outstanding because:

- The childminder misses opportunities to help children learn about other people, such as those who have disabilities, to broaden further their understanding of diversity.
- The childminder has not established firm links with other early years providers to help her extend children's learning and play further.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make better use of opportunities to help children learn about differences and similarities between themselves and others, to increase further their awareness and respect for people
- explore further ways to build upon links with other early years providers that all children attend, to support and complement their learning.

Inspection activities

- The inspector observed the interactions between the childminder and children during play activities.
- The inspector held discussions with the childminder at different intervals during the inspection.
- The inspector observed and discussed the teaching of the educational programme.
- The inspector held discussions with the childminder about her self-evaluation processes and partnerships.
- The inspector sampled relevant documentation, including the childminder's policies and procedures.

Inspector

S Campbell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding about the procedures to follow should she have a concern about a child. She undertakes risk assessments to help identify and minimise any hazards to children. The childminder demonstrates a good understanding of her responsibilities, including the importance of implementing good teaching practices to support children's play experiences. For example, she seeks courses and obtains play ideas, such as for craft activities, and extends her resources. The childminder reviews her practice regularly to enhance the care and service she provides. She receives positive responses from parents and they value the contribution she offers towards their children's care and learning.

Quality of teaching, learning and assessment is good

The childminder plans activities to support children's next steps and challenge their learning. For example, she extends children's early reading skills by reading books to them and they benefit from going on regular trips to the library. Children enjoy playing with small-world play resources and role-play toys, such as the doll's house, shopping basket and trolley. They develop a good understanding that text and pictures carry meaning. For example, older children draw a self-portrait and form recognisable letters.

Personal development, behaviour and welfare are good

The childminder supports children's good health and independence well, such as through daily routines. She effectively encourages children to carry out basic self-care skills, such as feeding themselves. Children benefit daily from eating balanced and nutritious foods, and she encourages children to try new foods to support a healthy diet. Children play nicely alongside and with their friends, and they behave well. They learn to express their thoughts and feelings in a variety of ways, such as through reading books and playing with stickers that depict different emotions.

Outcomes for children are good

Children acquire the necessary skills in all areas of learning and are prepared well for their move to school. Older children communicate their ideas and needs well, showing that they are confident talkers, and young children's learn to babble and repeat some recognisable words. Children show they have a good understanding of early mathematics, such as through meaningful play opportunities. Children's physical skills are developing well. For example, they enjoy nature walks where they gather leaves for craft activities, and confidently use large fixed equipment while on trips to local parks.

Setting details

Unique reference number	EY445023
Local authority	Havering
Inspection number	1069147
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	6 March 2014
Telephone number	

The childminder registered in 2012. She lives in Hornchurch, in the London Borough of Havering. The childminder provides care during weekdays from 7am to 7pm and operates her service all year round, including before and after school.

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